

Documents on Diplomacy: Lessons

The "Clouds" of Truth

- Standard: I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
V. Individuals, Groups, and Institutions
VIII. Science, Technology, and Society
IX. Global Connections
- Grade Level: 9–12 (*research, analysis, and high level reasoning*)
- Objectives: The student will:
- Create several word clouds from terminology used by major leaders
 - View videos of both wars with Iraq and compare the plans and outcomes
 - Compare the objectives of "Bush 41" and "Bush 43" in their attacks on Iraqi forces
 - Discuss the issues that still exist over "weapons of mass destruction"
- Time: 2 class periods plus homework time
- Materials: Documents: **1990** *Iraq Invades Kuwait*
1990 *UN Security Council Resolution No. 678*
2003 *Operation Iraqi Freedom Begins*
- Resources: *Graphics: Secretary Powell's Presentation to the UN Security Council*
- Exercises: *Father and Son in Iraq*
Who Really Said What
- Textbooks
- Access to computer and internet:
- George W. Bush's White House website
<http://georgewbush-whitehouse.archives.gov/infocus/iraq/>
 - George W. Bush's Speeches and Addresses
<http://www.presidency.ucsb.edu/medialist.php?presid=43>
 - The Persian Gulf War, 1990
<http://www.youtube.com/watch?v=If2IxUPLRII&feature=related>
 - Operation Iraqi Freedom
<http://www.youtube.com/watch?v=qFt3puz00Uc>
 - George H.W. Bush Address, 1990
<http://www.youtube.com/watch?v=ATRIfjC0Sbk&feature=related>
 - Quotes on "Weapons of Mass Destruction"
<http://zfacts.com/p/581.html>
 - Senator Bryd's Speech on Iraq (Parts 1, 2, 3)
<http://www.youtube.com/watch?v=Ts4FZAsjEhU&feature=related>
 - Colin Powell at the UN Security Council, 2003
<http://www.youtube.com/watch?v=Ts4FZAsjEhU&feature=related>
- Procedures:

Setting the Stage

On August 1, 1990, Iraqi leader Saddam Hussein sent his forces to invade the neighboring country of Kuwait. George H.W. Bush—President No. “41”—immediately set out to win worldwide support to stop Saddam’s assault on the oil-rich region. Saudi Arabia’s King Fahd asked the United States for military assistance, fearing that the Iraqi troops would cross his own borders. The Coalition move against Iraq, called Desert Storm, began on January 17, 1991, and was over in 100 hours. Critics faulted President Bush for stopping at the Iraq-Kuwait border, but his war objectives were to remove the Iraqis from Kuwait—not to remove Saddam Hussein from power.

During the presidency of Bush’s son, George W. Bush (No. “43”), the United States again used force against Saddam Hussein during Operation Iraqi Freedom, but for very different reasons. The Bush Administration believed that the Iraqis had “weapons of mass destruction,” and were a threat to their neighbors. The controversy over whether or not those weapons ever existed continues to this day.

Students will compare the objectives of “41” and “43,” then look at the criticism surrounding Operation Iraqi Freedom.

Pre Lesson

1. Download the video clips listed above for Senator Byrd’s famous speech objecting to Operation Iraqi Freedom and Secretary of State Colin Powell’s remarks before the UN Security Council about weapons of mass destruction evidence.
2. For homework, give students the exercise, *Father and Son* to preview the two different wars with Iraq.

Day One

1. Ask students to get out their *Father and Son* exercise.
2. Distribute the documents, *Iraq Invades Kuwait*, *UN Security Council Resolution No 678*, and *Operation Iraqi Freedom Begins*.
3. Using the speeches of George H. W. Bush (*Iraq Invades Kuwait*) and George W. Bush (*Operation Iraqi Freedom Begins*), quickly pick out key terms, create two separate web clouds (<http://www.wordle.net/>), and compare how they look.
4. Discuss the comparisons they see.
5. Ask students to read each document again as they follow along with the video clips. In the boxes on their *Father and Son* exercise, fill in the objectives stated by each president for intervention in Iraq.
6. Discuss the comparisons and the red and green lines they added to the map for homework. If the work hasn’t been completed, give them a short time to draw in the lines using textbook resources.

- 7.** View the short video clip on Operation Desert Storm to see the conditions under which the invasion occurred. Inform students that the U.S. and coalition forces only fought for 100 days.
- 8.** Now view the clip of Operation Iraqi Freedom, reminding the class that the United States and its allies spent a much longer time in Iraqi during this operation.
- 9.** Discuss the differences they know and/or see in these two videos.
- 10.** Ask students to find quotes for the persons listed in the exercise, *Who Really Said What*. If they do not finish the exercise before the end of the class, assign the remainder as homework and ask them to search for other quotes that cast doubt on the existence of weapons of mass destruction. If they find additional pictures to support this argument, ask them to bring them in for extra credit.

Day Two

- 1.** View the video clip of Secretary of State Colin Powell addressing the UN Security Council on weapons of mass destruction.
- 2.** Ask students to get out the exercise, *Who Really Said What* and discuss their thoughts on the issue. Did they find any statements casting doubt on the existence of Iraqi weapons of mass destruction? Discuss those findings.
- 3.** Many Americans opposed Operation Iraqi Freedom. Senator Robert Byrd, the longest serving Senator in U.S. history, gave one of the most famous speeches. His 2003 speech in Congress has even been compared to the oratory of Patrick Henry. (Senator Byrd passed away in 2010.)
- 4.** Show as much of Byrd's speech as time allows, asking students to write down key terms they hear.
- 5.** Ask students to take Byrd's terminology and make a third web cloud.
- 6.** Compare their two previous word clouds to that of Byrd. What do they see?
- 7.** Discuss their opinions, reminding them that since this is such a recent event, the "history" is still not fully written.
- 8.** As the class ends, ask the students to all come forward and make a word cloud on the board, each writing the one word that most struck them during the two-day lesson. Alternatively, one student can man the computer while the others give him or her their words.
- 9.** Photograph the word cloud they created or print out the computer version and post all the clouds in the classroom.

Extension Activities:

- 1.** Ask students to study the role of media in the run-up to Operations Desert Storm and Iraqi Freedom and the controversies that exist about media coverage.
- 2.** Ask students to determine if a link was found between Saddam Hussein and the terrorist organization, al-Qaeda. Cite references of information found. A debate could be held.
- 3.** How would students argue against the statement from the British newspaper *The Financial Times* that "The U.S. appears to have fought a war for oil in the Middle East, and lost it," factoring in the objectives of "Big Oil" in the war plans for Iraq's invasion? Cite references. ■